DOCUMENT RESUME

ED 036 982 EF 000 539

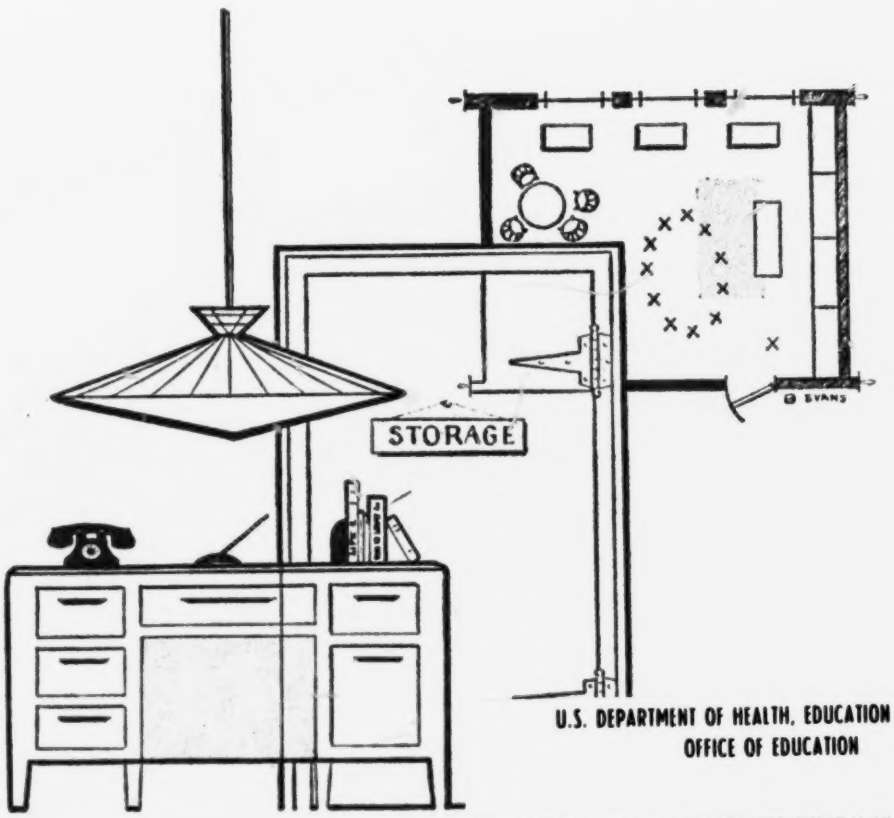
TITLE	Planning Facilities to Accommodate Adult Education.
INSTITUTION	New York State Education Dept., Albany. Div. of School Buildings and Grounds.; State Univ. of New York, Albany.
PUB DATE	58
NOTE	19p.
EDRS PRICE	EDRS Price MF-$0.25 HC-$1.05
DESCRIPTORS	*Adult Education, Adult Education Programs, Classroom Design, *Facility Guidelines, *Physical Facilities, *School Design, *School Planning

ABSTRACT

This pamphlet, for use by architects and local school officials, offers assistance in the preparation of plans for new buildings and in making adult education facilities more suitable and usable in existing buildings. Sections are included on various aspects of planning for administrative areas, instructional areas, outdoor facilities, heating and lighting, custodial facilities, and storage areas. (FS)

ED036982

Planning Facilities
TO ACCOMMODATE
ADULT EDUCATION



EF 000 539

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
DIVISION OF SCHOOL BUILDINGS AND GROUNDS
ALBANY 1958

PLANNING FACILITIES TO ACCOMMODATE ADULT EDUCATION

The University of the State of New York
The State Education Department
Division of School Buildings and Grounds
Albany, 1958

1128r-Ag58-4000

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of the University
With years when terms expire

1969 JOHN F. BROSNAN, A. M., LL. B., J. D., LL. D., D. C. L., D. C. S., Pd. D., *Chancellor* - - - - - - - - - - - New York
1968 EDGAR W. COUPER, A. B., LL. D., *Vice Chancellor* - - - Binghamton
1963 MRS. CAROLINE WERNER GANNETT, LL. D., L. H. D., D. H. Rochester
1961 DOMINICK F. MAURILLO, A. B., M. D., LL. D. - - - - Brooklyn
1964 ALEXANDER J. ALLAN, JR., LL. D., Litt. D. - - - - - - Troy
1967 THAD L. COLLUM, C. E. - - - - - - - - - - - - - Syracuse
1966 GEORGE L. HUBBELL, JR., A. B., LL. B., LL. D. - - - - Garden City
1971 T. NORMAN HURD, B. S., Ph. D. - - - - - - - - - - Ithaca
1960 CHARLES W. MILLARD, JR., A. B. - - - - - - - - - - Buffalo
1965 CHESTER H. LANG, A. B., LL. D. - - - - - - - - - - Schenectady
1970 EVERETT J. PENNY, B. C. S. - - - - - - - - - - - - White Plains
1959 CARL H. PFORZHEIMER, JR., A. B., M. B. A. - - - - - - Purchase
1962 EDWARD M. M. WARBURG, B. S., L. H. D. - - - - - - - New York

President of the University and Commissioner of Education
JAMES E. ALLEN, JR., Ed. M., Ed. D., LL. D., Litt. D., Pd. D., L. H. D.

Deputy Commissioner of Education
EWALD B. NYQUIST, B. S., LL. D., Pd. D.

Associate Commissioner for Elementary, Secondary and Adult Education
WALTER CREWSON, M. S., Ed. D.

Assistant Commissioner for School Finance and Administrative Services
ARTHUR W. SCHMIDT, A. M., Ph. D.

Director, Division of School Buildings and Grounds
DON L. ESSEX, A. M , Ph. D.

155

INTRODUCTION

In the past 10 years public school adult education has spread to the point where practically every district in the State supporting a high school is offering opportunities for the education of adults as a part of the public school service to its community.

While adult education can be conducted in any community facility which is convenient to adults and appropriate to the course to be offered, most of the courses are actually conducted in the high school buildings of the State. These classes are organized when public school facilities are not being used by day school people. Local public school authorities have found that with no or very slight changes the high school building and facilities can be adapted for adult education as they have found that the public school instructional program can be extended to provide for the education of adults.

It is with some pride that we point out that in this State the public schools annually provide education for 700,000 adults without having to build new buildings, provide new facilities or buy new educational equipment. It is because school buildings are able to serve the dual purpose of day and evening education that it is possible to report that adult education in this State is provided at approximately $9.20 per adult student per year.

This bulletin represents the joint efforts of the staffs of the Bureau of Adult Education and of the Division of School Buildings and Grounds. In the preparation of the bulletin many centers of adult education were visited and numerous conferences were held with school principals, directors of adult education and teachers of adults.

It is our hope that this bulletin will be helpful to both architects and local school officials in the preparation of plans for new buildings and in making adult education facilities more suitable and usable in existing buildings.

DON L. ESSEX,
Director, Division of
School Buildings and Grounds

R. J. PULLING,
Chief, Bureau of Adult Education

PLANNING FACILITIES TO ACCOMMODATE ADULT EDUCATION

Adult education is a field of education that has involved increasing numbers of people in recent years. In this State there are more people enrolled in adult courses than there are students in high schools. Of course, the total amount of time spent in schools is not as great. The greater numbers of individuals enrolling in adult education activities should be given serious consideration by boards of education, architects and educators when they plan new school facilities.

PROGRAM

Since adult education is not compulsory, one of the first things for a school district to do is to decide how actively it wants to participate. A statement of philosophy from the board of education concerning the adult education program is basic to its proper operation. This statement should be formally adopted and publicized. It should present the fact that adult education is an official program of the school district. It should also encourage and urge the public to participate in the program.

Another way the board of education can promote adult education is to adopt officially a resolution which, in effect, calls attention to the fact that the building and equipment are the property of the district—not of any one individual or group. Instructors or leaders in the adult school should have the same opportunity to use the school facilities and equipment as do the day school teachers, whenever such use will not conflict with the regular school program. They, of course, should also assume the same responsibility for the safekeeping and proper use of the facilities and equipment.

Prior to planning for adult education certain questions must be answered. Some of these are:

1. **What types of adult activities will take place in the school?**
2. **How many different groups could meet in the school?**
3. **What geographical area will the school serve?**
4. **What is the possibility of growth in the area served by the school?**
5. **Will the buildings always retain the same types of facilities or will other types of facilities be added that adults can use?**
6. **What hours will the school be used by adults?**

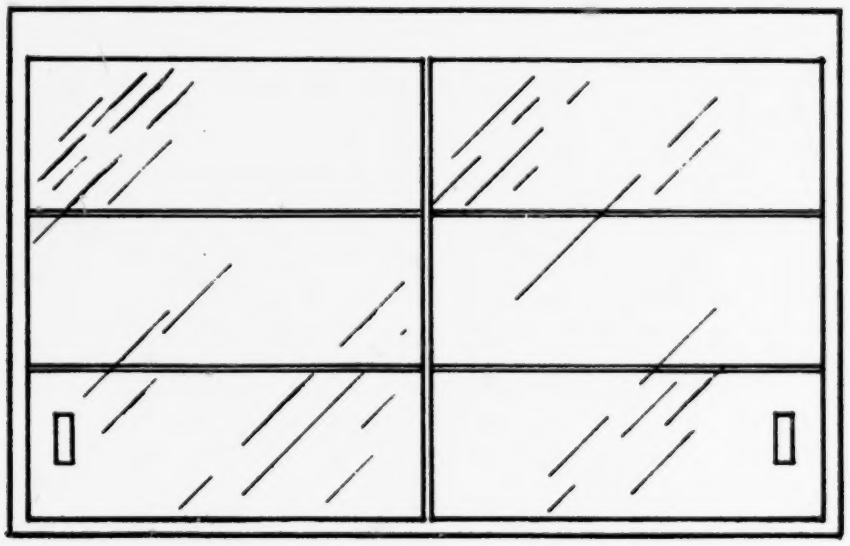
ADMINISTRATIVE AREA

To function properly the director must have administrative space available. The amount of space depends upon the size of the program. Generally, an office of about 80 to 100 square feet is adequate. This could accommodate the director and one or two additional persons for consultation, a file and bookshelves.

Adult programs involve very close work with advisory committees and therefore a conference room to accommodate about a dozen people should be available to them. Ideally, this should be located relatively close to the director's office. This can be a space that is shared with the day school personnel.

In addition, some space should be provided for general storage and for records pertinent to the program. Records are frequently fairly voluminous, involving: (1) individuals participating in the program, (2) leaders, (3) resource people, (4) budgeting materials, (5) inventory, (6) publicity material and (7) inservice training program; therefore, ample space should be made available for their safekeeping.

General storage in connection with the director's office is necessary for the following items if not provided and used in conjunction with the day school: (1) portable chalkboards, (2) folding chairs for use in various rooms, (3) collections of motion picture slides, filmstrips and recorder, (4) books which are not used for each session and which cannot be stored in classrooms. A display case (see below) should be provided for the adult activities so that articles produced by the adult students can be exhibited.



THREE DIMENSION DISPLAY

Since the director of adult education will be involved with the public probably as much as any individual in the school system, some provision should be made for storing coats and other outer wear when these people are conferring with the director.

The director of adult education should be provided with an outside telephone. Its number should be listed separately in the telephone directory. If the director uses separate offices in the daytime and the evening, each listing should be noted so that people can call him during either period.

If clerical help is to be furnished, extra space should be provided, separated from the director's office to permit private conferences. An area of approximately 120 square feet would be adequate for the secretary, desk, chair and a couple of four-drawer filing cabinets. In larger systems requiring more clerical help, the amount of desk space should be proportionately greater.

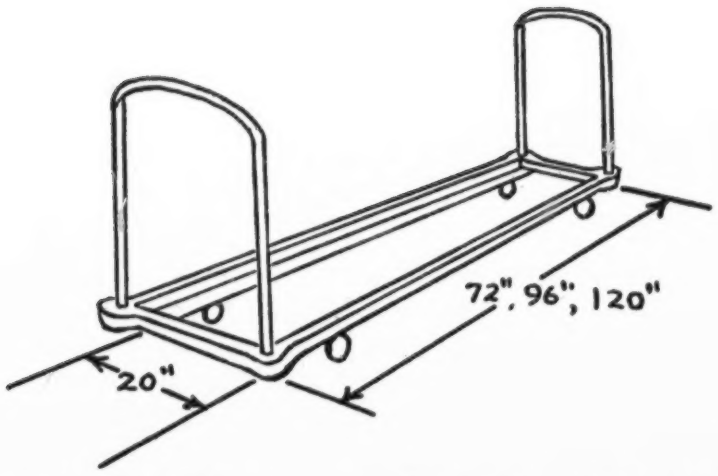
It is recommended that the adult education office be located near a main entrance to the building and be plainly marked. If possible it should be grouped with the general administration of the school system. If the central administration is in a separate building, the adult education office should be located there. However, some administrative space should also be available in each of the buildings used for the adult program. This space would be for general office supplies applying to that part of the program conducted in the individual school. The central office should be readily accessible to a parking area.

A section of bulletin board should be provided for the adult program since many of its leaders are not daytime teachers. Posting of routine announcements, changes in schedule, room assignments etc. can be made hereon, thus eliminating many telephone calls or individual notices to non-day-school teaching personnel. It may also be necessary to provide a mailbox for each adult school teacher.

INSTRUCTIONAL AREA

Classrooms should be marked so that they can be easily identified. A simple number system may serve the purpose, or the type of activity can be indicated on or adjacent to the entrance to the room.

Folding chairs should be provided in areas where the furniture is not suitable for adult use. These chairs can be moved from one place to another on chair dollies (see page 8) to assure a minimum amount of work in carrying them. Some provision should be made for storing these racks and chairs. If a multistory building is involved, storage space should be provided on each floor.



FOLDING CHAIR TRUCK
30 TO 45 CHAIRS

If only portions of the building are open for adult use, they should be planned so that toilet facilities are available nearby. These can often be arranged so that the same facilities are used by day school students and adults. It may be necessary at times to provide extra toilet facilities for one specific area of the building. Drinking fountains should be located so that they, too, are available for adults. In elementary schools, these generally are too low. Consequently, at least one should be of adult height.

Schools to be used for the adult program should be planned as close to ground level as possible. In multistory buildings it is preferable to assign ground floor for adult classes. The problem of climbing steps at entrances to buildings becomes increasingly difficult as one grows older. If it is necessary to use a large number of areas above ground level, the possibility of an elevator should be considered.

Smoking can be allowed in school buildings; however, whether it should be allowed in the various classes may be left to the discretion of the local board of education and/or to the class involved. Since the people involved in this program are adults and many normally smoke, a more natural situation will exist if smoking is allowed. Each group of adults should, of course, be responsible for policing the area they use. Ashtrays should be provided by the adult education program since individuals are prone to forget these items from week to week.

Cafeterias are the logical places for eating; consequently, it is recommended that these areas be located so that they can be easily used for the adult program. The kitchen, of course, should be available. The plan for using the specialized equipment may have to be arranged with the board of education. A trained person may be required to be on duty if the regular school kitchen and its equipment are being used.

In addition to eating in the cafeteria, snack or coffee facilities may be provided in some of the classrooms so that the groups could have their snack during a short break without going to the cafeteria. In order to provide for this, it may be necessary to provide an electrical outlet of adequate size for heating water.

OUTDOOR FACILITIES

Parking facilities are of great importance in an adult program. In most instances the participants drive their own cars. The amount of parking area to provide for each school will require careful study.

Parking areas should be well lighted. Curbs and obstacles should be highlighted by paint. Walks and entrances should be clearly marked and illuminated.

The parking area should be close enough to the building so that the people will use it. Paved areas are not necessary but are desirable.

In some situations paved play courts may be so planned that they can be used for parking. In locating the parking area, the fact that participants are often carrying projects should be kept in mind.

LIGHTING

At present, the Regulations of the Commissioner of Education call for a minimum intensity of 20 foot candles maintained at desk level for regular classrooms. Other areas have recommended minimum light intensities. Generally, these are adequate for adult use. In older buildings, the problem of lighting often needs careful consideration. If the school is to be used for adult classes in the evening, the lighting intensity should be brought up to the minimum standards recommended by the Commissioner of Education. Careful attention should be given to the color of artificial lighting so that colors can be seen at their true values. This is particularly essential in areas where adults deal with colored objects: textiles and artwork, for instance.

HEATING

If only certain sections of a building are to be used by adults, the building should be planned so that only those areas will need to be opened. Often, in an elementary school, such spaces as the cafeteria, auditorium, playroom and other special rooms are used while many if not all of the remaining classrooms are not. The areas to be used should be, as much as possible, located in proximity to one another so that just that part of the building can be opened to the public. The building should be equipped with local heating controls so that only the used areas can be brought up to proper temperature. If a building is thus zoned, the saving in heat would soon make up for any additional cost involved in adding controls to provide this zoned heating.

CUSTODIAL STAFF

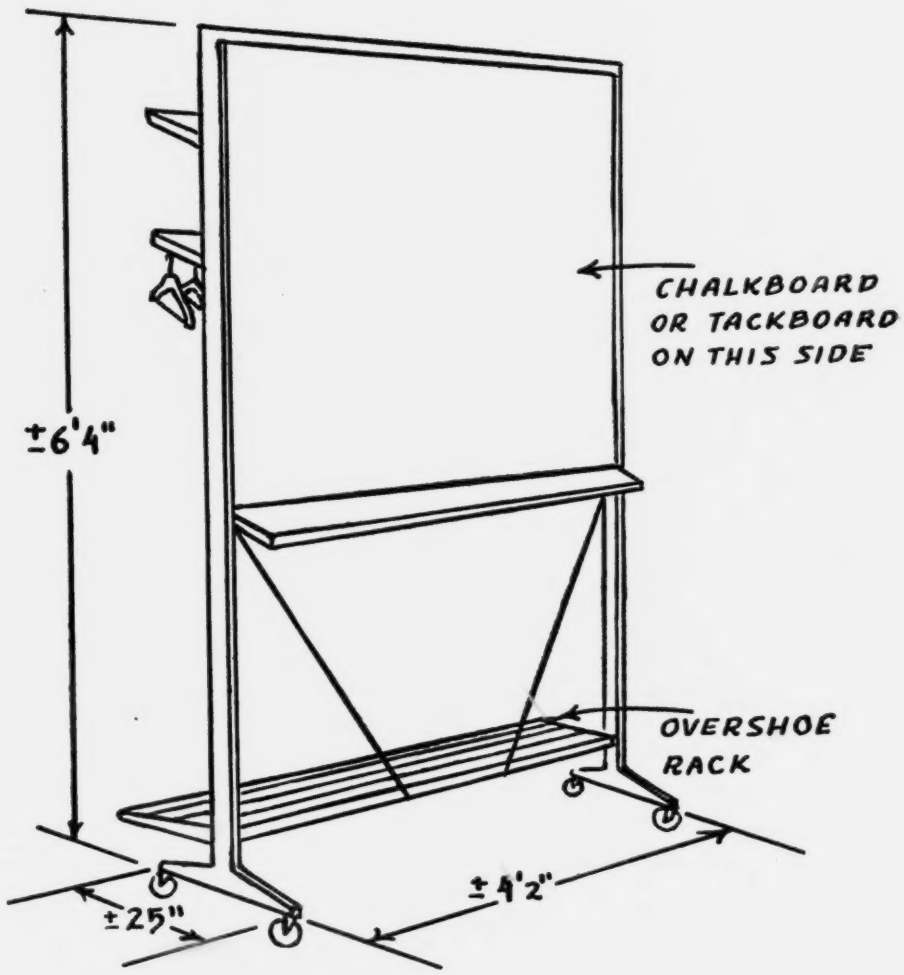
A school used for adult classes should have a custodian on duty whenever it is occupied. Consequently, it is recommended that the custodial staff be assigned on a staggered schedule. Many large schools nowadays have scheduled their custodians on a 24-hour basis.

STORAGE

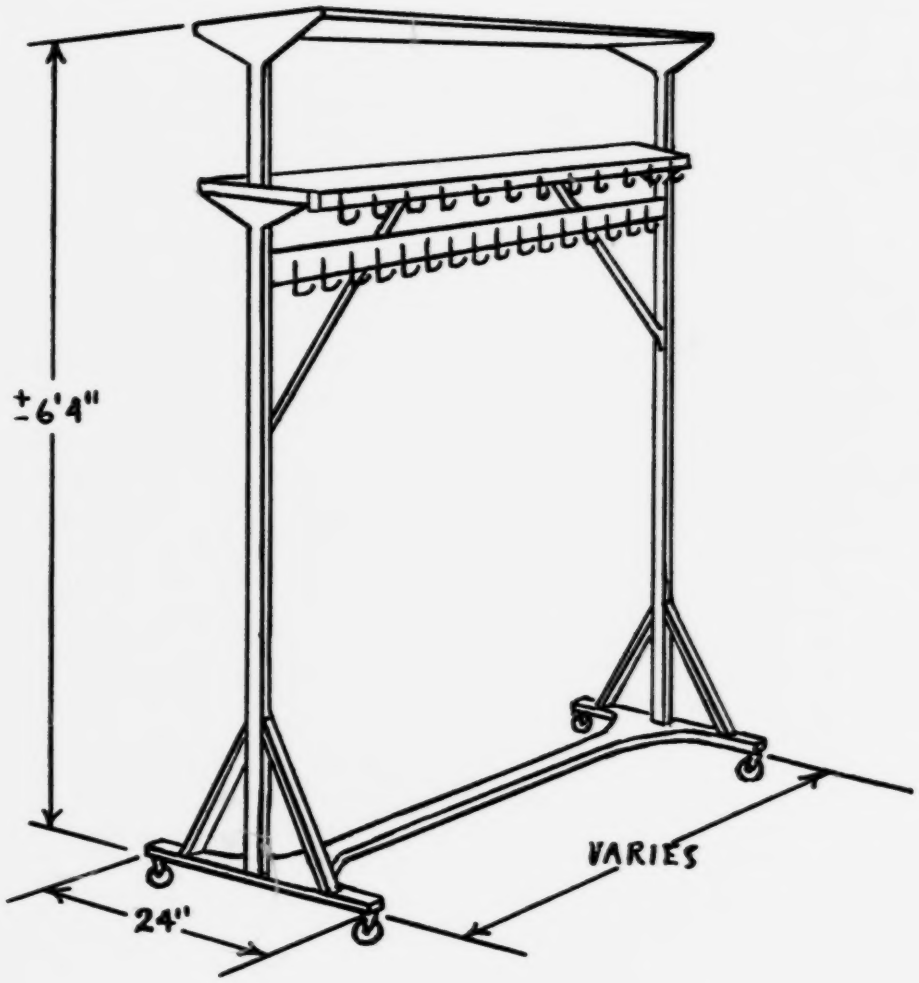
Storage for the adult program is most important. Some areas previously discussed include spaces or facilities which would involve dual use; that is, use in the adult program as well as by the daytime students. However, it is generally recommended that storage for each program be separate.

In planning buildings, some thought should be given to providing space for adults' wraps. Some people justifiably prefer to hang their garments rather than throw them on a chair. One method of creating wrap storage is to provide a rack on casters that can be wheeled about to the various rooms (see pages 11, 12 and 13). These can be obtained in different sizes and designs. If they are to be used, some provision must be made for their storage when they are not in use. Similar racks can be constructed by school personnel. Another method of providing wrap storage is through a checkroom. This will involve additional space and generally will require an attendant.

Another method is to provide recessed areas in the corridor walls at convenient places for adult wraps. These areas are somewhat like corridor wardrobes often found in the elementary schools. Wraps are hung on a hook or the space planned for the use of hangers. This wrap storage area might be left open or, if necessary, might be equipped

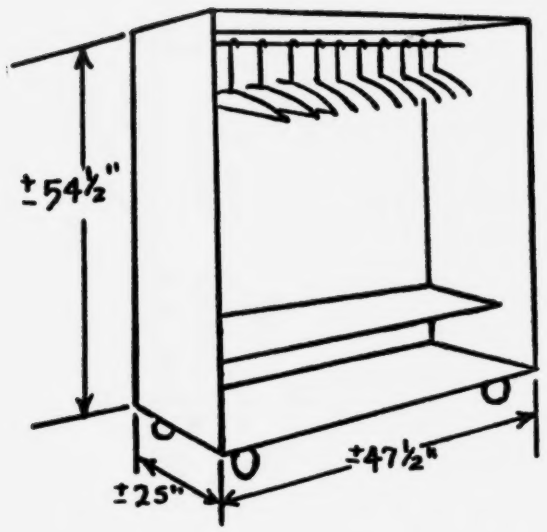


CHALKBOARD - TACKBOARD
WARDROBE COMBINATION



CHECKER

±8 COATS/FOOT WITH HOOKS
±12 COATS/FOOT WITH HANGERS



MOVABLE WARDROBE

with lockable doors. Provision of this type of adult wrap storage requires careful planning in secondary schools because much of the wall space in today's secondary schools is used for daytime students' lockers.

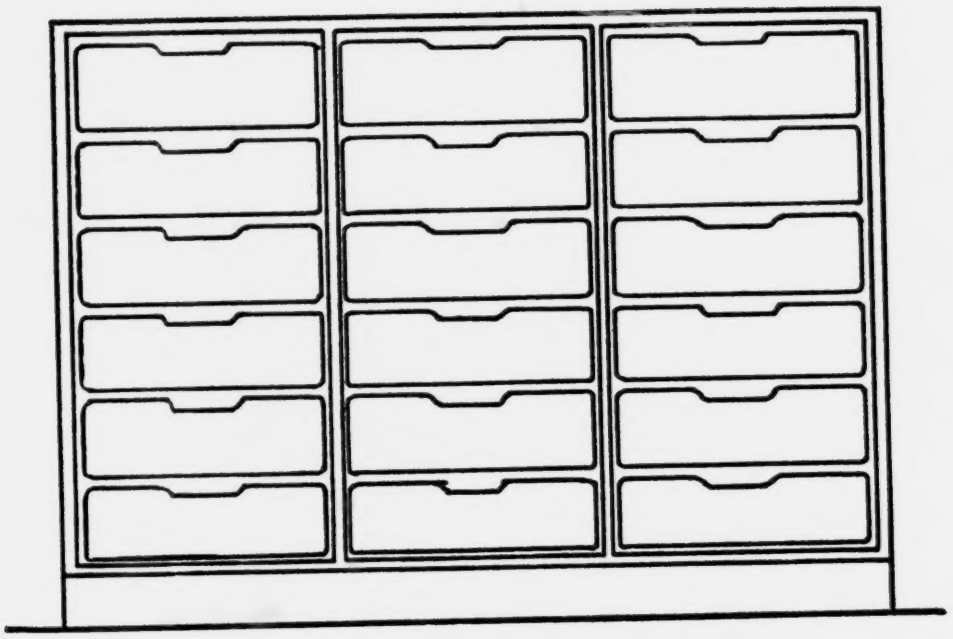
STORAGE FOR SPECIFIC AREAS

Homemaking

For adult classes in food preparation, the unit kitchens recommended for secondary school use are very satisfactory. Some provision should be made, however, for storing supplies used by the adult groups. Generally in a well-planned unit kitchen a cabinet might be assigned for adult supplies.

Some foods classes periodically put on dinners common to the different nations. It is recommended that a dining area adequate to accommodate about 20 people be directly adjacent to the kitchen area. A modern home economics suite will normally include this space.

Sewing activities are very popular in the adult school. Here, again, a well-equipped secondary school homemaking center is very adequate. The problem of storage will require careful thought. More space may be needed for portable sewing machines, garment storage and tote tray space for the adults.



PROJECT STORAGE
(DOORS NOT SHOWN)

Since sewing classes include a wide variety of activities such as making slipcovers and dressmaking, it is often necessary to hold such classes in rooms not primarily designed for homemaking. Many are scheduled in regular classrooms. These classrooms, if they are to accommodate the program adequately, must have storage facilities for these items. Such classrooms should also have adequate electrical outlets and flat surfaced tables for placing machines and cutting goods.

Industrial Arts

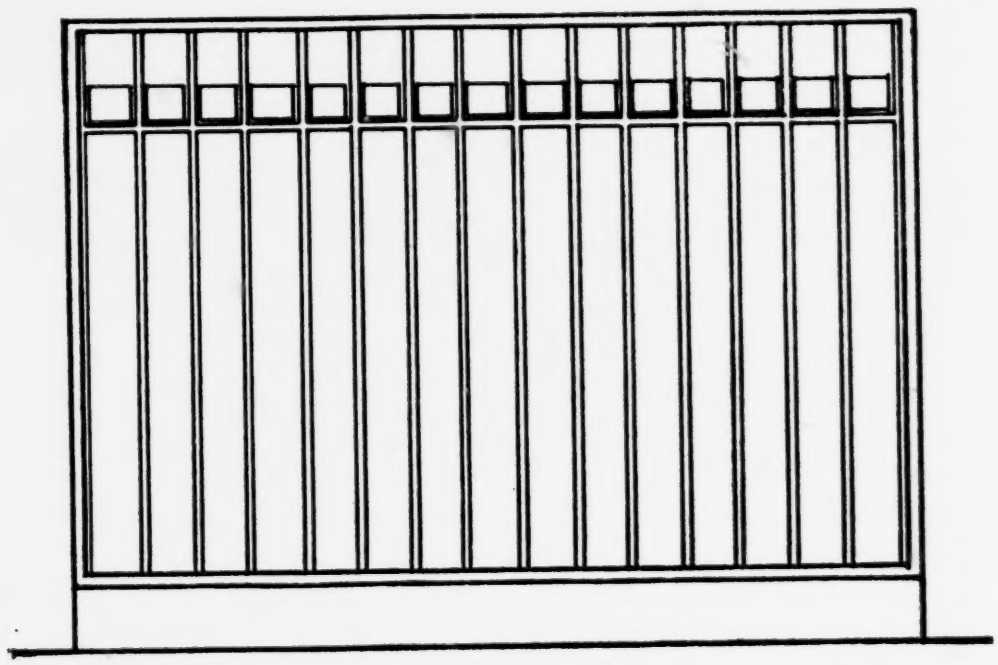
Because of the variety of activities, number of classes and variety of projects encountered, thorough study must be given to the storage facilities provided for the industrial arts area. If there is no limit on the types of projects, the requirements for storage space will be great. For example, often large projects such as boats or kitchen cabinets are constructed. These cannot be built in one session and should be removed each time from the instructional area so that it can be used by the day school. Aside from storage for these large projects, it is recommended that about 200 square feet of space be provided for adult project storage for each activity area. This should be available to the adult classes alone. In order to get full use of this space, storage should be planned from floor to ceiling.

Ceramics is very popular at present. In planning a building program, it may be necessary to provide an additional kiln for adult use so that the day program will not be curtailed. Space for special glazes, projects that are curing and fired objects should be provided. The equipment used by the day school should be used whenever possible; however, this equipment generally is not adequate to accommodate an adult class in ceramics.

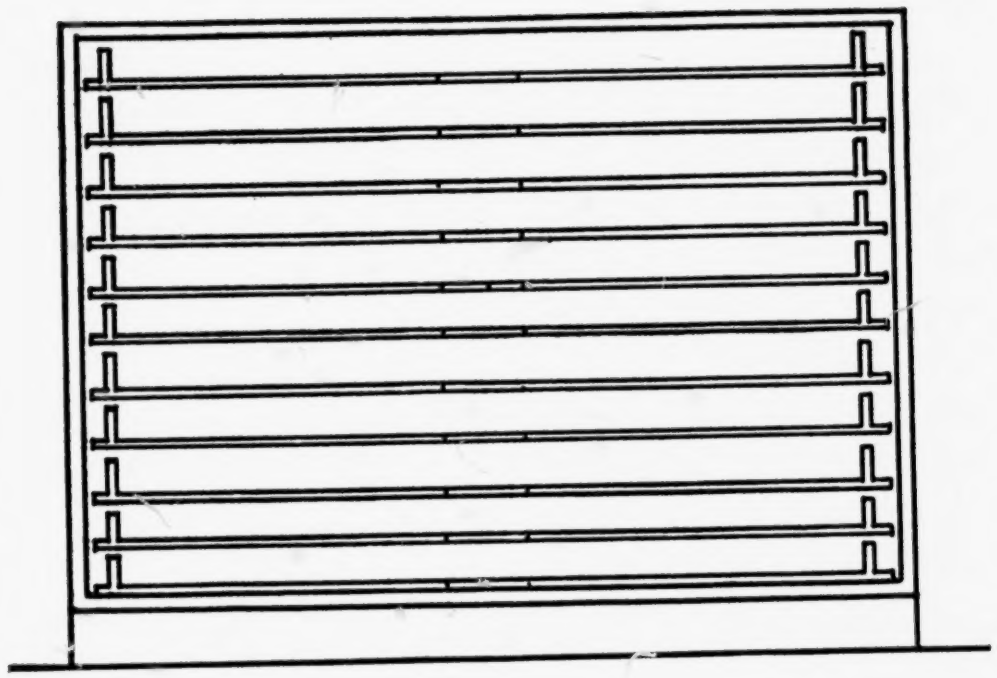
Art

A well-equipped art room, as recommended in the pamphlet *Designing the Art Room*, is adequate for the evening adult program. More storage may be necessary, however. Additional drawing board storage (see below and page 16) may be required for partially completed paintings, providing they are not carried home so that students can work on them between meetings.

In this activity also, more delicate and intricate tools are used than are necessary for the day school. Provision for their safekeeping should be made.



DRAWING BOARD STORAGE
(DOORS NOT SHOWN)



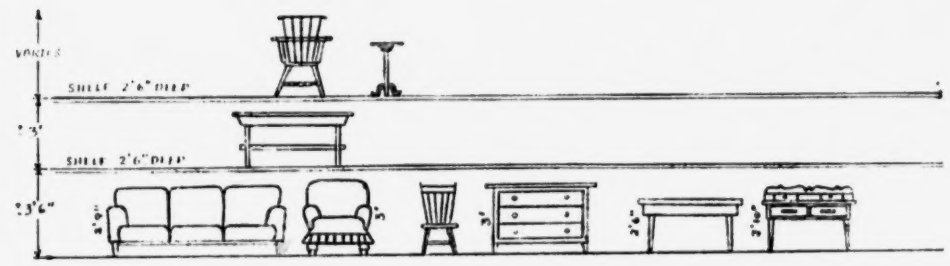
LARGE PAPER - STORAGE
(DOORS NOT SHOWN)

In systems where there is an inadequate number of special art rooms, other rooms must be used. These should have limited storage space for materials and equipment such as pounding boards for tooling leather, drawing boards and paints. They should also have adequate flat surface areas and sources of water and electricity.

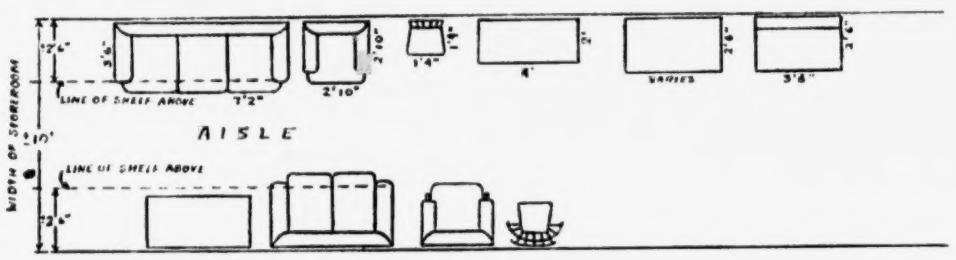
Photography classes may be held in conjunction with the art classes. Special storage space should be provided for equipment, paper and chemicals. These classes are often too large to be accommodated in the darkrooms generally found in schools. It may be advisable to plan larger darkrooms; however, a well-equipped science room will prove adequate with its sources of water and flat work surfaces, providing the windows are equipped with light-tight coverings. If the school's equipment does not include (1) lighting equipment for taking pictures, (2) equipment for developing and printing and (3) equipment for washing and finishing prints, storage space should be provided for these items which would be used in the adult programs. This space should be under the control of the adult program.

Furniture

Upholstery, chair caning and chair refinishing classes are popular in today's adult programs. They also present a difficult storage problem. In some cases small items might be carried home after class; however, items which are large or which have been painted, stenciled or the like cannot be transported without great difficulty. The amount of space necessary to store these items will depend upon the popularity of the classes. Below is a suggested method of providing storage for these articles. Such a space should be located adjacent to the area in which the class will be held. Not only must space be provided for the items being refinished but also a safe place should be provided for storing the necessary supplies.



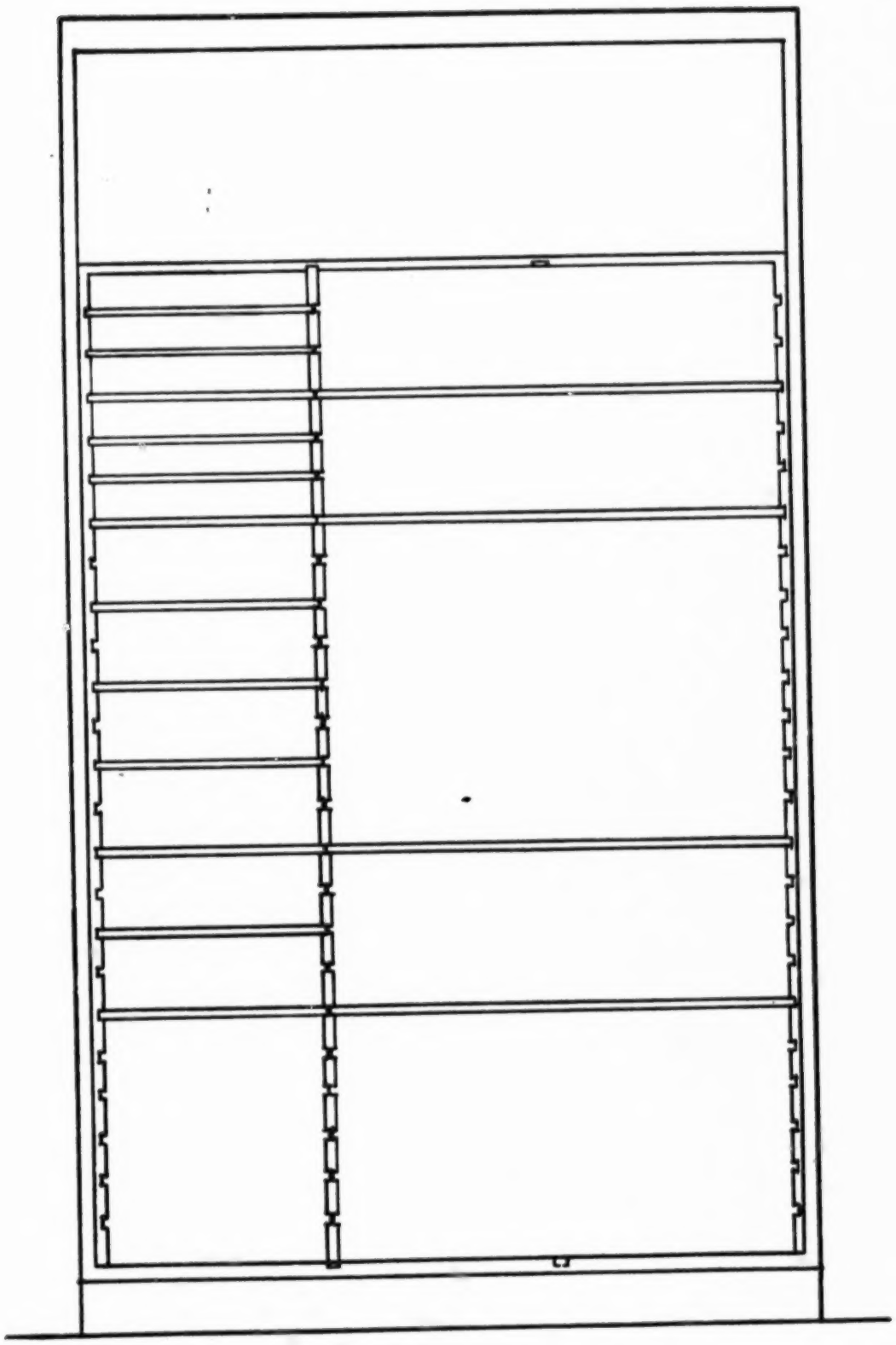
ELEVATION



PLAN

ADULT EDUCATION PROJECT STORAGE

In this "do it yourself" age, there are many courses offered in the adult school which require some special appointments or facilities. In many cases the number of special rooms in a public school are insufficient to accommodate these courses. As a result, regular academic classrooms must be used. If a district anticipates such a condition, some of the regular classrooms can, with minor adjustments, be planned to house these various courses. A storage cabinet (see page 19) should be available for adult use in frequently used regular classrooms. Additional electrical outlets, flat surface areas, water and limited storage facilities for equipment and supplies should be provided. If cafeterias are to be used, the same considerations should be given. The additional problem of adequate lighting requires careful consideration.



SECTIONAL STORAGE
(DOORS NOT SHOWN)